DOCUMENT RESUME

ED 424 796 HE 031 466

AUTHOR Jaworski, Brian; Gilman, David A.

TITLE Admission Rates of Student-Athletes and General Students: A

Comparison of Acceptance Rates of the Student-Athlete and

the General Student at DePauw University, Greencastle,

Indiana State University.

PUB DATE 1998-07-10

NOTE 15p.

PUB TYPE Reports - Research (143) EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Admission Criteria; *Admission (School); *Athletes;

*College Applicants; College Athletics; College Freshmen;

College Students; Enrollment Rate; Higher Education;

*Private Colleges

IDENTIFIERS *DePauw University IN

ABSTRACT

This study examined admission rates of student-athletes and students in general at DePauw University (Indiana) over a three-year period. Data on admissions from 1994 through 1996 were reviewed, and it was found that 47 percent of applicants identified themselves as student-athletes and that 82 percent of all applicants were accepted. The results indicated no differences in the acceptance rates for student-athletes and students in general. However, it was noted that the results of the study might have been different had the university been willing to reveal the academic profiles of the incoming freshman class for both student-athletes and students in general. One problem that the study encountered was control over whether or not applicants identifying themselves as student-athletes participated in intercollegiate athletics once enrolled at the university. Data tables and admission statistics are appended; also appended is a copy of a U.S. News & World Report list of the best national liberal arts colleges. (MDM)

Reproductions supplied by EDRS are the best that can be made from the original document.



Admission Rates of Student-Athletes and General Students

A Comparison of Acceptance Rates of the Student-Athlete and the General Student at Depauw University, Greencastle, Indiana State University

By Brian Jaworski and David A. Gilman

U.S. DEPARTMENT OF EDUCATION Office of Educational Research and Improvement EDUCATIONAL RESOURCES INFORMATION

CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

 Points of view or opinions stated in this document do not necessarily represent official OERI position or policy. PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

David A. Gilman



Abstract

This article looks at admission rates of both student-athletes and students in general at DePauw University during a three-year period. Student-athletes were identified by their expressed intent to participate in intercollegiate athletics at DePauw. The results demonstrated that there is no significant difference between acceptance rates for student-athletes and the general student population.

Background of the Problem

It is interesting that there is an abundance of research on the retention and graduation rates of today's student-athlete at almost every college and university across the country. These reports often identify graduation rates for white, black, male and female student athletes. As a matter of fact, all Division I and II institutions must document the results demonstrating the institution's graduation rate of their student-athletes, by sport! This information is published by the National Collegiate Athletic Association in a text titled, NCAA Division I Graduation - Rates Report. Furthermore, in 1996 the NCAA introduced Proposition 48, a law identifying minimum academic achievement levels that all student-athletes must meet in order to compete in intercollegiate athletics. Yet very little, if any, research has been conducted that investigates admission rates of student-athletes when compared to general students.

Why is the governing body of intercollegiate athletics so infatuated with identifying, implementing, and monitoring standards that decide whether or not a student-athlete can participate in intercollegiate athletics, regardless of which school the student-athlete attends?

These mandated eligibility requirements for athletic participation remove much of the pressure



from college admission offices across the country, especially at the Division I level. The NCAA sends the message to coaches, athletes, and administrators that if a student-athlete meets the NCAA's academic requirements, then he/she meets the institution's admission requirements.

The University of North Carolina-Charlotte, a Division I institution, performed an inhouse, three-year study (UNCC, 1995) that investigated the profiles of both student-athletes who received grants-in-aid with those of students in general. The criteria investigated were mean test scores on standardized admission tests (SAT, ACT) and high school GPA. The UNCC self-study concluded that male students generally reported higher standardized test scores than male student-athletes. Does this mean that student-athletes are more favorably admitted to institutions and colleges across the county than the general student who does not wish to participate in intercollegiate athletics?

The general consensus in this country is that student-athletes are held to lower admission standards than the general student population. A report (JOJATK, 1977) went as far as to say, "We let in athletes who statistically speaking have a worse chance of succeeding than the rest of the students." This type of generalization even seems to apply at the high school level, as "superstar" high school athletes with questionable academic credentials are being admitted into selective, private high schools that are a national powerhouse in the sport the candidate plays.

Without being sport specific, this article focuses on the rates that student-athletes and the general population are admitted into one particular university. DePauw University, like all other Division III institutions, cannot award athletic scholarships. If DePauw's admission



records indicate that a student-athlete is admitted more favorably than the general student, then one can assume the same is true at similar institutions, as well as at colleges/universities that have a much greater stake in the performance of their athletic teams.

Statement of the Problem

The purpose of this study was to investigate admission rates of the general student and the student-athlete at DePauw University, located in Greencastle, Indiana.

This country shares the belief that athletes in general are given preferential treatment. Today's professional athlete has such a tremendous influence on society's attitudes towards athletes that some speculation trickles down to the college scene. Nowadays, everyone wants to regulate and monitor student-athlete graduation rates at colleges/universities throughout the nation. Yet, no one has been able to explore the admission rates of student-athletes at the very same colleges/universities. It appears that that type of information is confidential. "Do student-athletes receive some sort of preferential treatment from college admission officers across the country?"

More specifically, "Is there any evidence that demonstrates that student-athletes are more favorably admitted into institutions than the general student?" Fortunately and unfortunately, DePauw University was the only accessible institution that shared the facts and figures necessary to begin to address this question.

My hypothesis was that the general student would not be accepted as readily as the student-athlete.

<u>Methodology</u>

The study was conducted at DePauw University, Greencastle, Indiana. DePauw is a



small (2100), liberal arts institution. DePauw has a strong academic reputation, and also fields 19 intercollegiate athletic teams. Many of DPU's athletic teams are strong enough to compete at the national level.

On the average, DePauw generates over 26,000 inquiries a year from prospective students. These inquiries translate into roughly 2200 completed applications per year, and records indicate that DePauw accepts 82% of its completed applicants (US News, 1997).

The two groups for this study were categorized as student-athlete and general student. Student-athlete figures were assigned to Row 1. General student figures were placed into Row 2. Column 1 indicated the number of applicants for each experimental group, while Column 2 demonstrated the acceptance rate. This study included data over a three-year period (1994-1996). A Chi Square test at the .05 level was used to determine significance.

Results

Further statistical tests were not performed at the .01 because results were not significant at the .05 level. These results indicate that it is necessary to reject the null hypothesis. All results can be found in tables one, two, and three.

Discussion, Conclusions, Recommendations

Results of this study indicate that there is no difference in acceptance rates of the general student and the student-athlete, and therefore, the null hypothesis should be rejected.

It would be difficult to refute the results of this study, but why this study produced the results that it did is something that should be examined. The outcome may have been quite different if DePauw University would have been willing to share the academic profiles of the incoming freshman class for both the general student and the student-athlete. This type of



information was not available. It is possible that this type of data is "dangerous" and therefore not available to the general public and/or the employees of an institution. High school rank, grade point average, and standardized test scores would help examine this "grey area" in higher education. Less than significant results in this study does not necessarily "close the book" on this issue, because there are more relevant factors to be investigated. However, access to the desired data mentioned above may be a difficult obstacle for further research to overcome.

Additional researchers may want to pursue data from Division I, II, III, and NAIA institutions. One problem that this study encountered was control over whether or not the student-athlete ever participated in intercollegiate athletics at DePauw. Over 47% of DePauw's applicant pool ('94-'96) indicated that they were "student-athletes", but how many actually went through the process of participating is something worth examining. The general student may indicate that intercollegiate athletics is a priority because it makes the student's application look more attractive, or the general student may feel that they can play intercollegiate athletics at DePauw because it is a Division III institution. Examination of all levels of intercollegiate athletics may help in controlling this variable in a similar study.



References

- Jojatk. Interesting How the Standards Flip-flop. [Online] Available email: http://56-2.clever.net/bwars/tech/gtboard/messages/592.html, May 13,1997.
- UNC-Charlotte. Academic Profiles of Student Athletes. [Online] Available email: http://www.uncc.edu/ncaa/rpt1/self_s34.htm, 1995.
- US News Staff (1997, September). Best National Liberal Arts Colleges. <u>US News & World Report</u>, pp. 106-109



7 A

Summary Table for Rows, Columns

Num. Missing	0
DF	1
Chi Square	.394
Chi Square P-Value	.5302
G-Squared	.394
G-Squared P-Value	.5301
Contingency Coef.	.010
Phi	.010
Cty. Cor. Chi Square	.355
Cty. Cor. P-Value	.5511
Fisher's Exact P-Value	.5482

Observed Frequencies for Rows, Columns

	Column 1	Column 2	Totals
Row 1	1071	866	1937
Row 2	1147	965	2112
Totals	2218	1831	4049

Percents of Row Totals for Rows, Columns

	Column 1	Column 2	Totals
Row 1	55.292	44.708	100.000
Row 2	54.309	45.691	100.000
Totals	54.779	45.221	100.000

Percents of Column Totals for Rows, Columns

	Column 1	Column 2	Totals
Row 1	48.287	47.297	47.839
Row 2	51.713	52.703	52.161
Totals	100.000	100.000	100.000

Percents of Overall Total for Rows, Columns

	Column 1	Column 2	Totals
Row 1	26.451	21.388	47.839
Row 2	28.328	23.833	52.161
Totals	54.779	45.221	100.000

Expected Values for Rows, Columns

	Column 1	Column 2	Totals
	1061.068		
Row 2	1156.932	955.068	2112.000
Totals	2218.000	1831.000	4049.000



Summary Table for Rows, Columns

Num. Missing	0
DF .	1
Chi Square	.041
Chi Square P-Value	.8387
G-Squared	.041
G-Squared P-Value	.8387
Contingency Coef.	.003
Phi	.003
Cty. Cor. Chi Square	.030
Cty. Cor. P-Value	.8635
Fisher's Exact P-Value	.8493

Observed Frequencies for Rows, Columns

	Column 1	Column 2	Totals
Row 1	1060	853	1913
Row 2	1174	957	2131
Totals	2234	1810	4044

Percents of Row Totals for Rows, Columns

	Column 1	Column 2	Totals
Row 1	55.410	44.590	100.000
Row 2	55.092	44.908	100.000
Totals	55.242	44.758	100.000

Percents of Column Totals for Rows, Columns

	Column 1	Column 2	Totals
Row 1	47.449	47.127	47.305
Row 2	52.551	52.873	52.695
Totals	100.000	100.000	100.000

Percents of Overall Total for Rows, Columns

	Column 1	Column 2	Totals
Row 1	26.212	21.093	47.305
Row 2	29.031	23.665	52.695
Totals	55.242	44.758	100.000

Expected Values for Rows, Columns

			Totals
	1056.786		
Row 2	1177.214	953.786	2131.000
Totals	2234.000	1810.000	4044.000



8 A

Summary Table for Rows, Columns

Num. Missing	0
DF	1
Chi Square	.038
Chi Square P-Value	.8461
G-Squared	.038
G-Squared P-Value	.8461
Contingency Coef.	.003
Phi	.003
Cty. Cor. Chi Square	.026
Cty. Cor. P-Value	.8714
Fisher's Exact P-Value	.8464

Observed Frequencies for Rows, Columns

	Column 1	Column 2	Totals
Row 1	1006	825	1831
Row 2	1136	920	2056
Totals	2142	1745	3887

Percents of Row Totals for Rows, Columns

	Column 1	Column 2	Totals
Row 1	54.943	45.057	100.000
Row 2	55.253	44.747	100.000
Totals	55.107	44.893	100.000

Percents of Column Totals for Rows, Columns

•	Column 1	Column 2	Totals
Row 1	46.965	47.278	47.106
Row 2	53.035	52.722	52.894
Totals	100.000	100.000	100.000

Percents of Overall Total for Rows, Columns

	Column 1	Column 2	Totals
Row 1	25.881	21.225	47.106
Row 2	29.226	23.669	52.894
Totals	55.107	44.893	100.000

Expected Values for Rows, Columns

	Column 1	Column 2	Totals
Row 1	1009.005	821.995	1831.000
Row 2	1132.995	923.005	2056.000
Totals	2142.000	1745.000	3887.000



Best National LiberalA

A STATE OF THE PARTY OF THE PAR	Ponty - School Name (State)	Overall score	Academic reputation score (4.0 = highest)	retention rank	resources rank	selectivity rank	resources rank	rank ¿2.3	retention rate	19 gradi
	11: Swarthmore College (PA)	100.0	生性3.9世至	EP-1922	2.22		型長江2	6.412	296%是至	9
	2 Amharet Callana (MA)	99.0	3.9	1	- 8 .	3	7	·". 1·" <u>"</u> "	:: 96%	9
	3 Wellesley College (MA)	97.0	3.82	题第15四些	* : 8	88	2:2:	8.41	32 95%	€ \$1 · 8
	2 Williame Collone (MA)	97.0	3.9 ::":: :	. 2	28	. 6	6	3	96%	9
	5. Pomona College (CA)	95.0	23.7	2524 317 254	6 <u>\.</u>	2_ <u></u>	<u> </u>	: 120 - 13	2098%22:	9
	6 Haverford College (PA)	. 94.0	3.6	. 3	8 .	3	19	10 10	1 94%1	9
4	F7-4 Carleton College (MN)	92.0٪	3.7 tenth	# <u>}</u>	* 22 = :		.: 25 ::.	产工等。5年经		9 8
ш	R Rowdoin College (MF)	91.0	3.7	· 7	54	12	14	<u> </u>		ক 8
ట	8. Bryn Mawr College (PA)	91.0	XI-13.5(4)254	23 🕸	. 1 24	<u>'19</u>	135.4	21		4 8
€	O .: Clarement McKenna College (CA)	91.0	3.4***	· 23	22	8		. <u></u>		為 8
	8: Davidson College (NC)	91.0	提紧43.5型运	12 进	28	6	ـــ 23 ــــــ	.::::::10	金96%空	. ≱£ · 8
	R Middlehury College (VT)	91.0	3.4	15	19	10	5	. 27 :	95%	\$ 8
	8. Washington and Lee University (VA)	91.0	**************************************	M. 777. 9 fz.fr.	2	3	≓≒::33 ¥	能够可4处理	¥.93%.≇ <u>⇔</u>	- 8
	14 Crimpell College (IA)	90.0	3.6 -	. 29	· 12	24	. 11 .	10		49: 8
(C)	14. Smith College (MA)	90.0		271.43 271.45.4×	·~· #6:	2.24	<u></u>	34	## 88% HEEP	8
2	14. Wesleyan University (CT)			15	12	11	21	61	92%	<i>₿</i> 8
	17: Vassar College (NY)			た。20 電性	. 12		16 : :	34 54 54 54 54 54 54 54 54 54 54 54 54 54	≅91%::::: ·	8
Ω.,		87.0	3.2	12	34	14	25	46	93%*	,33 8
	The second secon				22	38	7	141 120	.: 87%	8
-		86.0	3.3	20	54	17	30	46 ·	89%	商 8
	20. Bates College (ME) 20. Colgate University (NY)		3.3.2.2		34	19	- 41	34 ^t	94%	事 8
		85.0	3.1	9	34	33	25	24	91%	15 9
	22. Hamilton College (NY) 22.ct Oberlin College (OH)		3.5		. 28	42 .			89%	₹ 7
		85.0	3.1	15	22	38	19	30	93%	₹ 8
	22. Trinity College (CT) 25. & College of the Holy Cross (MA)		2.8					1503-18:53	96% ∵	3≵ 9
		84.0	3.3	49	34	19	21	77	89%	₹ 8
	25. Macalester College (MN)					·				C 1/4/4
	27. Barnard College (NY)	82.0	3.3	15	110	19	75	:100	95%	3 8
		82.0	3.1	3	62	33	64	77	93%	7: 9
			3.0	23	34	30	36	45	89% :	19 8
	27. Commedicat Concess	82.0	2.8	29	12	42	17	24	88%*	. 8
		81.0		36	8	45	41	46	91%	夏 7
		81.0	3.1	27	62	38	64	37	87%	3 8
	31. Kenyon College (OH)	.80.0			48	.30	33	77 · · ·	86%	8
	33. Franklin and Marshall College (PA)	80.0	2.9	49	34	49	14	73	88%	1 7
	33. Occidental College (CA)	79.0		36	1	57	53	37	89%	污 8
	35. Sarah Lawrence College (NY)	79.0	2.7	23	48	45	41	24	91%	1 8
	35. Union College (NY)				40	28	18	5 144 - 1		7
	37. Bard College (NY)	78.0		20	48	77	36	77	91%	8
	37. Lafayette College (PA)	78.0	2.8 2.9	. 74	46 28	53	25	- 6		6
	37. Scripps College (CA)	78.0			90	30	78	- 2	83%	7
	40. Centre College (KY)	77.0	2.6	58	62	33	33		85%	£ 7
	40. Lawrence University (WI)	77.0			34	<u>33</u> 19	<u>55</u> 64	19	90%	7
	40. Whitman College (WA)	77.0	2.5	58		19				1

BEST COPY AVAILABLE

Note: Key to footnotes, Page 104; methodology explained on Page 98. Reputational survey by Market Facts Inc



TOTAL STATE OF THE PROPERTY OF

	32	7	kinin mar			40				3-1111	193
	1	1996	1996 predicted	Value added (grad. rate	0/ =6	% of			Freshmen		
	∰ gr	aduation	graduation .	minus are	. % of	of 50	Student faculty	SAT/ACT	in top	THE NEW	Alumni
_	Ş.	rate :	rate	dicted rate)	under 20 "	or more	ratio	percentile	HS class	Acceptance	giving rate:
		91%	92%	COURT TERRUPE	75%	2%	× 9/1%÷			30%	57%
_	和	98%	92%	+6	62%	6%	9/1	1310-1500			3.68%
_	建	86%	86%	None Si 👪	60%	3%	10/1	1240-1430	75%	40%	56%
_	建	95%	92%	+ 3	53%	6%	9/1	1310-1520		24%	63%
_	1	91%	92%	1.257213.2	. 77%	. 2%	8/1	1340-1490		34%	51%
_	亚	91%	87% .	+ 4	72%	7%	10/1	1260-1450	79%	±235% ₽ ±	×54%=9:
_	124	88%	2 ¹ -89%-12-		. 66%: ∓	3%	10/1::	- 1260-1460	64%		58%
_	8	88%	90%	- 2	53%	8%	11/1	1240-1430²	80%7	29%	150%
_	DE:	89%:**-54	4 88% ·	三十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二	78%	4%	9/1:	1200-1370			- 50%
_	33	86% · ·	87%	-1	63%	2%	10/1	1250-1430	71%	29%	
	经	89%	7' 83%' ''	+, 6, 7, 7, 7	59%	1%	11/1		76%	38%	54%
_	3	88%_	87%	+1:	73%	5%	11/1	1310-1440 ²	66%	29%	49%
	· **	87%	a.85% 🐍	+ 2-1	67%	1%:	10/1 miss	1270-1440	75% ***	34%	53% -
	3	83% ~	86%	- 3	67%	.3%	10/1	1230-1450	62%	73%	54%
		85%	* 82% A	····+:3 -== ,	67%	6%	10/1	1210-1390	53%	52%	46%
	华	86%	88%	- 2	66%	6%	11/1	1220-1420	63%	32%	40%
_	S	82%:	∰. 85% :: Se	⊴_∷-3 ∵∴	71%	1%	10/1	1240-1380	59%	48%	42%
	<u>i</u> :	88%	82%	+ 6	58%	4%	11/1	1200-1360	61%	31%	43%
		82%	78%· <i></i> -	+ 4	74%	- 4%	10/1	4404 4000	50%	65%	53%
		86%	83%	- +3	58% -	9%	11/1	1200-1370²	55%	36%	43%
_		88%	85%	+ 3	53%	2%	11/1	1200-1370		37%	47%
		91%	<u>81%</u>	+ 10	65%	2%	10/1	1160-1350	46%	44%	49%
_	+	79%''.'		-6	59%	6%	10/1.	1190-1400	44%	58%	50%
		89%	81%	+ 8	67%	4%	10/1	1180-1380	49%7	46%	48%
		90%		+ <u>11 57</u> +	60%	.3%	12/1	1120-1300	64%	45%	53%
_	 	80%	<u>82%</u>	2	67%	1%	_11/1	1220-1410	57%	55%	38%
	1.										
	12	87%	81%	+6	62%	12%	11/1	1210-1380	58%7	46%	34%
	1.	92%'	80%	+ 12	49%	5%	13/1	1180-1310	53%	49%	38%
	製	85%	82%	+ 3	63%	3%		1180-1360²	46%7	43%	44%
	Ŀ	88%	81%	+ 7	72%	1%	11/1	1140-1320	52%	66%	49%
	₹;·	78%	78%	None	68%	0%	11/1	1160-1360	43%	58%	43%
_		36%	78%	+ 8	62%	2%	10/1	1190-1400	52%	67%	46%
_	<u> </u>	31%	81%	None	54%	1%	11/1	1160-1340	58%	59%	38%
		78%	79%	- 1	70%	2%	10/1	1070-1290	57%	73%	39%
_	9 8	30%	78%	+ 2	94%	1%	6/1	1100-1320	36%7	54%	46%
_	- 8	35%	N/A	N/A	55%	2%		1130-1290	46%	55%	49%
_		² 5%	83%	- 8	85%	0%		1070-1370 ² .	58%	54%	23%
		37%	79%	+ 8	63%	2%		1090-1290²	37%	63%	37%
_		6%	80%	- 14	78%	1%		1150-1340	50%1		56%
_		3%	72%	+ 1	59%	0%	11/1	25-29	59%	82%	67%
_		5%	77%	- 2	70%	2%	11/1	25-30	47%	61%	49%
	7	<u>'5% </u>	76%	- 1	69%	2%	10/1	1190-1380	59%	55%	52%
	ł										

Sort the national liberal arts schools by graduation rates and other attributes on our Colleges and Careers Web site: www.usnews.com

What Are National/ Liberal Arts Colleges

There are 159 national lib eral arts colleges; based on categories established by the Carnegie Foundation for the Advancement of Teaching, which classifies each degree-granting, accredited college and university in the United States. National liberal arts colleges emphasize undergraduate education. To be included in this category. colleges must award at least 40 percent of their degrees in liberal arts disciplines such as foreign languages, life sciences, philosophy, and psychology. These schools tend to require higher college entrance test scores than those in the regional liberal arts category.

Almost all national liberal arts colleges are private. But there are six public institutions: Richard Stockton College of New Jersey, Shepherd College in West Virginia, St. Mary's College of Maryland, University of Minnesota-Morris, University of North Carolina-Asheville, and Virginia Military Institute.

BEST	CO	TIF	GFS	1998

School Name (State)	Academic reputation score (4.0=highest)	rate	rate	1996 predicted graduation rate	Value added (grad. rate minus pre- dicted rate)	% of '' classes under 20 '	% of classes of 50 or more	SAT/ACT 25th-75th percentile		ance rate	
Second Tier : National Liberal	Arts College	S (Rank	ing begins o	ıt 43, schoo	ls are listed o	alphabetic	ally.)	海 斯	們的	1000	建
Agnes Scott College (GA)	2.3	75%	61%	- 76% ~··	- 15 - 15 - 15 + 2 大の	78%	` U%"	1090-1310		82% • 7194÷	48%
Allegheny College (PA)	<u>- 1956 天 22.3 5 5 1</u> 2.0	84%	<u>₹5- 71%-5±</u> 73%	61%	+ 12	59%	<u>*. •≈ 2 76.2≈</u> 3%.	23-28	34%	76%	· 40%
Augustana College (IL) Austin College (TX)	2.1	79%		70%	- 3: - ***		1%	1080-1300		79%	25%
Beloit College (WI)	2.5	95%	68%	66%	+ 2	70%_	0%	23-29	31%	70%	48%
Bennington College (VT)			** 56%, <u>**</u> ;		N/A	97% 61%		1181 24-30	27% ⁷ 49%	95%	32%
Birmingham-Southern College (AL)	2.3	90% :: 85% 5-1	70%	67% 70%	+ 3			1020-1260			
College of Wooster (OH) A COLLEGE OF COLLEGE	2.6	80%	78%	71%	··. + 7	61%	0%	1060-1270	35%	82%	38% .
DePauw University (IN)			77%	75%	+ 2	59%		1080-1290		×≈ 82%	
Dickinson College (PA)	2.7	88%	82%	74%	+ 8	69%	1%	1060-1240		<u>83%</u> ∞6:73%:	34%
Drew University (NJ)	2.3.3	90%:-		79%· 76%	र <u>- 5</u> - 9	72% 63%	3%-: 0%	1110-1360 1060-1340		83%	43%
Earlham College (IN)	2.9	83% 89%	67% 76%	70% 74%		58%	1%	1140-1330		80%	41%
Furman University (SC) Gettysburg College (PA)	2.6	87%	79%	76%	+ 3	64%	0%	1095-1285	5 40%	- 66%	34%
Gustavus Adolphus College (MN)			77% ***	. :: 66%]	···· + 11 / ·		4%	1090-1330		83%	
Hendrix College (AR)	2.3	75%*	63%	67%	- 4	69%	1%_	24-29 1040-1220	48%) 26% ⁷	90% 78%	36%
Hobart and William Smith Col. (NY)	2.4			74%: 65%		62% ·- 81%	2% 2%	1030-1220		81%	49%
Hollins College (VA)	2.1	- 79% 92%	4: /-			59%	1%	26-28	48%		~41%
Kalamazoo College (MI)	2.6	85%	69%	75%	- 6	31%	3%	26-30	43%	94%	46%
Knox College (LL) 建筑 机 化 基本的		84%	·. 75%	72%	+ 3	64%	1%	23-29	39%:2		
Lake Forest College (IL)	2.3	76%	68%	68%	None	61%	1%	21-26	22%	80% ₹5 68%	30%
Lewis and Clark College (OR)	2.4	77% \	62%	68% ···	<u>.: -6:</u> +11	63% 57%	2%.÷ 0%	1140-1340 25-29	50%	78%	31%
Millsaps College (MS)	2.2	84% 92%	78% 78%			54%	.5%	1085-1233		67%	
Muhlenberg College (PA)	2.2	80%	68%	72%	- 4	55%	2%	1070-132	0 30%	85%	32%_
Pitzer College (CA)	2.8	~ 80%	76%		·-··	57%	5%	1090-131	_	76%	28%
Randolph-Macon Woman's College (VA)	2.2	77%	63%	69%	- 6	77%	1%	1060-127		90%	56% 35%
Reed College' (OR)		85%° :	70%11	84% 79%	- 6	- N/A 63%	N/A 1%	1290-1470		75%	46%
Rhodes College (TN)	2.8	78%			-2-	78%	5%	22-27		· 88%	44%
Ripon College (WI) Skidmore College (NY)	2.6	88%	80%	75%	+ 5	74%	.3%	1085-127		66%	48%
Southwestern University (TX)	2.3	84%	71%	74%	- 3	66%	1%	1080-131		. 79%	37%
St. John's College (MD)	2.8	80%	63%	84%	- 21	97%_	1%	1150-1380		84% 81%	33%
St. John's College (NM)	2.6	84%	54% 81%	78% 70%	- 24 + 11	92% 66%	2% 2%	1130-137		66%	42%
St. Lawrence University (NY)	2.4	84% 87%	76%	74%		66%	1%	1170-136		58%	24%
St. Mary's College of Maryland St. Diaf College (MN)	2.8	87%	80%	71%	+ 9	59%	2%	24-29	37%	81%	29%
Sweet Briar College (VA)	2.1	80%	71%	67%	+ 4	86%	0%	1000-123		91%	
Thomas Aquinas College (CA)	1.7	83%	64%_	N/A	N/A	100%	0%	24-28	43% ⁷ 0 45%	81% 82%	53% 18%
University of Puget Sound (WA)	2.3	85%	70%	71% 70%	<u>-1</u> +3	51% 74%	2% 2%	1120-130 1080-127	4500	81%	070/4
Ursinus College (PA) Wabash College (IN)	2.0	93%	73 <u>%</u> 70%	75%	- 5	73%	3%	1050-131		69%	42%
Wells College (NY)	1.8	77%	71%	68%	+ 3	85%	1%	1020-126		87%	
Wheaton College (IL)	2.4	92%	83%_	75%	+ 8	49%	3%	1200-140		52%	
Wheaton College (MA)	2.5	84%	73%_	70%	+ 3	76%	5% 0%	22-28 ² 1120-130	20% 0 55%	75% 74%	
Willamette University (OR)	2.3	89%_ 81%	78% 73%	71% 63%	+ 7 + 10	64% 55%	0%	24-28	42%	89%	
Wittenberg University (OH) Wofford College (SC)	2.0	89%	84%	67%	+ 17	60%	2%	1040-123		89%	
Third Tier • National Liberal A											11.752
	2.2	82%	59%	64%	- 5	47%	2%	22-28	41%	92%	
Albion College (MI) Alma College (MI)	2.2	87%	69%	62%	+ 7	52%	4%	23-28	40%	. 90%	39%
Antioch College (OH)	2.0	68%	49%	69%	- 20	87%	1%	1030-127		80%	
Bethany College (WV)	1.5	78%	54%	57%	- 3	78%	4%	902-124		71%	
Central College (IA)	1.7	75%	67%	61%	+ 6	64%	3% 0%	21-27 21-27	25% 24%	<u>86%</u> 94%	
Coe College (IA)	2.1	76%_ 86%	65 <u>%</u> 70%	63% 58%	+ 2 + 12	<u>77%</u> 46%	0%	21-27	34%	92%	
College of St. Benedict (MN)		73%	70% 60%	66%	- 6	67%	0%	23-28	26%	88%	
Cornell College (IA) Eckerd College (FL)	2.0	77%	59%	71%	- 12	55%	1%	1030-127	70 32%	83%	24%
Erskine College (SC)	1.5	81%	67%	60%	+ 7	75%	0%	970-125		86%	
Goucher College (MD)	2.2	83%	59%	75%	- 16	75%	1%	1070-128		87%	
Guilford College (NC)	2.1	77%	62%	66%	4	68%	0%	1010-126		<u>86%</u> 84%	
Hamline University (MN)	1.9	80%	59%	66%		65%	3%	22-28²	<u> </u>	047	30.6



BEST COPY AVAILABLE

FOC 1. S 2. S 3. D U.S. 4. D 5. D Inc. 6. S 7. D fres

かられ 一大なな

BEST COLLEGES 1998

	the grade with the back have	Academic reputation	Freshman	1996	1996 predicted	Value added . (grad. rate		% of	SAT/ACT	Freshmen in top	Accept	Alumni
•	School Name (State)	score 4.0=highest)	retention:	graduation rate	graduation rate	minus pre- dicted rate)	classes under 20	of 50 or more	25th-75th percentile	10% of	ance	giving
	Hampden-Sydney College (VA)			68%	71%	45.514.4gp. 3.25.			1010-1220			
	Hampshire College (MA)	a. 124 2.2			76%	- 19	71%	196	1100-13402		<u>رەر 399</u> 68%	27%
	Hanover College (IN)	始率-27.1.8/季运	÷5.81%° ±3				65% ±		1060-1250			
	Hartwick College' (NY)	1,9	· 75%*	69%"	62%	+ 7	N/A	N/A	1010-1200	N/A	88%	28%
	Hiram College (OH) 는 환자 등 등대는 보는 등	1.7 🖦 💘	ૐ77% ⁵≷	±. 72% : : :	68%	.:: + 4	82%		20-27:			
	Hope College (MI).	2.2	85%	67%	62%	+ 5	55%	3%	22-28	. 34% .	. 91%.	40%
	Juniata College (PA)					建美米3時時	50%(恐	₩ 5 %	學:1132.於	热 NA途	終85%年	41%
	Luther College (IA)	2.0	88%	75%	61%	+ 14	43%	5%	23-28	39%	93%	39%
	Mills College (CA) 中国企业的企业的企业的企业的企业的企业的企业的企业的企业的企业的企业的企业的企业的企								1040-1250	27%	車 84% ≥	30%
	Oglethorpe University (GA)	2.2	81%	51%	57%	- 6	48%	3%	930-1190	40%	68%	21%
	Presbyterian College (SC)	1.9	81%168 88%	81%		<u> </u>			1130-1300			
	Randolph-Macon College (VA) THE MESSIVE FO			67%	63% -:`67%'≎€	+ 18 See None	63% 79%	.3%	1080-1240	33%	82%	40%
	Siena College (NY)		88%	81%	65%	+ 16	36%	0% 0%	990-1170 1000-1180			
	Spelman College (GA) GCG GIESTEO					<u>+ 10</u> 889 + 20a ⇔	49%	2%	980-1170	22% N/A	76%	33%
	St. John's University (MN)	. 2.1	84%	67%	62%	+ 5	46%	0%	22-27	21%	<u>∞.54%∵</u> 87%	35%
	Transylvania University (KY) 32011-3 ASDAGO	without 1.9 Take	80%	71%		Siterat 2-tonic			23-29		:. 91% v.	
	University of Dallas	1.8	83%	57%	69%	- 12	N/A	N/A	1070-1310	40%	<u> 31761:</u> 89%	30%
	Virginia Military Institute	1.9 ميليد	78%	67%	67%	None	67%	.4%	1020-1220		78%	
	Washington and Jefferson Col. (PA)	1.9	88% -	75%	65%	+ 10	61%	3%	1000-1230	39%	86%	26%
	Washington College (MD)	<u> </u>	~~ 83% ····	67%	64%	+ 3	75%	1%	1030-1210			
	Whittier College (CA)	2.0	· · 73%	67%	·· 63% ·	+ 4	61%	2%-	920-1190	27%	· 70%	26%
	routui ilei • Matioliai Liberai A		(Rankin	g begins at 1	128; school	s are listed al	phabetica	lly.)	م معدد است. المراجع المراجع	a in the contract of the contr	nia regig Tana	tiany a
	Albright College (PA)	1.5		67%	71%	- 4	63%	1%	948-1180	26%	85%	26%
	Chatham College (PA)					N/A	· 75%	1%	980-1170²	- 22% "	87%	33%
	Concordia College-Moorhead (MN)	1.7	80%	69%	60%	+ 9	47%	2%	21-27	29%	93%	29%
	Franklin College (IN)			52%		\$17 - 11-11 - 1	: 64%		970-1190 -	~ 21% .	* 86% *	28%
	Georgetown College (KY) Gordon College (MA)	1.6	71%	47%	51%	- 4	64%	0%	21-26	34%'	94%	23%
	Goshen College (IN)	<u> 1.6</u>	80% 82%	64%	62% ***		68%		1000-1220			37%
		974 0 6 74.5 - 2778		70% 51%	63%	· + 7	62%	2%	940-1220	24%	86%	45%
	Houghton College (NY)	1.5	85%	51% · ·	62%	- r.n 4 · - 2	54%	0%	21-27		95%	
		1.5		43%			66% 79%	3% 0%	1060-1290	39%	77%	32%
	Illinois College	1.6	73%	52%	50%	+ 2	67%	2%	21-26 21-26	28% ⁴ 28%		24%
	Judson College (AL)	1.2		 52%		- 2 -	79%	1%	23 ~	33%	88% 78%	31 <u>%</u> 37%
	Manhattanville College (NY)	1.6	76%	60%	67%	- 7	75%		945-1410 ²	30%	73%	20%
	Mariboro College (VT)	1.5		·-·· 39% ·		- 32	97%		1050-1250	10%	72%	59%
	Monmouth College (IL)	1.6	76%*	45%	58%	- 13	45%	2%	19-28	17%	77%	34%
	Moravian College (PA)	1.7	86%	73%	66%	+ 7	39%		1030-1210	25%	81% -	28%
	Nebraska Wesleyan University	1.7	83%	65%	59%	+ 6	56%	3%	24	22%	99%	40%
	Richard Stockton Col. of N.J.	<u> </u>	85%	61%	55%	+ 6	24%	2%	1070-1260	23%	48%	10%
	Salem College (NC)	1.5	78%	56%	62%	- 6	73%	1%	970-1220	29%	87%	45%
	Shepherd College (WV)	1.3	64%	41%	48%	7	55%	1%	18-20	12% ··	50%	15%
	Simon's Rock College of Bard (MA)	1.9	79%	28%	79%	- 51	95%		1000-1300	N/A	76%	14%
	St. Andrews Presbyterian Col. (NC) University of Minnesota–Morris	1.5	62%	51%	60%	- 9	73%		835-1215	N/A	84%	17%
	U. of North Carolina-Asheville	1.6	81%	62%	62%	None	30%	16%	23-28	42%	84%	19%
	Virginia Wesleyan College	2.0	78%	40%	57%	- 17	62%		030-1250	29%	60%	8%
-	Wartburg College (IA)	1.4	64% 82%	37%	60%	- 23	61%		920-1130	12%	88%	10%
, -	Wesleyan College (GA)	1.6	65%	55% 45%	56% 65%	-1	42%	5%	21-26	32%	87.%	37%
	Western Maryland College	1.7	81%	60%		- 20 - 1	74%		950-1220	28%	84%	28%
	Westminster College (MO)	1.6	72%	60%	60%	- 1 None	63% 69%		000-1210	36%	83% -	28%
	Westminster College (PA)	1.6	89%10	71%	58%	+ 13	N/A	0% N/A	22-28 1079²	30%	89%	22%
Ī	Westmont College (CA)	1.5	85%	62%	64%	-2	59%		030-1250	22% 43%	88% 86%	35% 27%
Ī	William Jewell College (MO)	1.6	80%	56%	57%	-1	77%	1%	21-27	33%	87%	14%
							· · -		- · - ·		V 1 /0	

FOOTNOTES

- 1. School refused to fill out U.S. News survey.
- 2. SAT I and/or ACT not required.
- 3. Data not submitted in the form requested by
- 4. Data reported to U.S. News in previous years. 5. Data reported to Wintergreen/Orchard House
- 6. Statistical estimate by U.S. News.
- 7. Data based on fewer than 51% of enrolled
- 8. Data reported to the NCAA.
- Data reported to the Council for Aid to Education.
- 10. Average graduation or freshman retention rates for the previous four years when schools didn't report to U.S. News rates for the most recent year or years.
- 11. Average graduation rate reported to Wintergreen/Orchard House Inc.
- 12. Statistical estimate of four-year average graduation rate by U.S. News.
- 13. Data reported to U.S. News in previous years and based on fewer than 51% of enrolled
- 14. SAT I and/or ACT not required by school; data reported to U.S. News in previous years. 15. Data reported to U.S. News in previous years, based on fewer than 51% of enrolled freshmen, and not submitted in form requested. 16. Data reported to U.S. News in previous years and not submitted in form requested.

N/A means not available.

BEST COPY AVAILABLE



ADMISSION STATISTICS 3-YEAR HISTORY

	Anna	1996 Acre	Prie	Anna	1995	Pole	Anne	1994	Dds
	277	216	201	लांगर	2112	50	SULLY	WILLS	SO T
TOTAL POOL	2142	1745	652	2234	1810	602	2218	1831	899
CLA	2038	1662	809	2116	1709	562	2099	1736	631
SOM	104	83	44	118	101	40	119	95	37
FRESHMEN	2076	1689	623	2190	1771	585	2159	1779	644
TRANSFER	47	37	19	25	20	10	39	33	17
AUDIT	19	19	10	19	19	7	20	19	7
AFRICAN AM.	179	117	40	229	160	47	206	145	99
HISPANIC LAT.	<i>L</i> 9	57	19	103	83	30	92	75	76
ASIAN AM.	20	43	13	45	40	13	58	51	14
NATIVE AM.	2	3	1	10	9	2	7	5	2
MULTIRACIAL	32	24	4	17	11	5	18	9	3
INTERNATIONAL	81	51	15	82	58	18	59	51	11
TOTAL MC	414	295	92	486	358	115	440	333	112
MALE	930	740	289	1005	692	265	1021	831	293
FEMALE	1174	1005	363	1229	1041	337	1197	1000	375
ALUMNI TIES	314	569	135	278	239	111	282	246	126
ATHLETES	1006	825	309	1060	853	290	1071	998	324
INDIANA OUT OF STATE	722 1420	617 1128	279 373	715 1519	609	253 349	732 1486	618	287 381



U.S. DEPARTMENT OF EDUCATION

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT (OERI)





REPRODUCTION RELEASE (Specific Document)

		Title: _ Admiss	ion Rates of Student-Athl	etes and Co	oneral Stud	lents: A Comparison :
	Title: Admission Rates of Student-Athletes and General Students: of Acceptance Rates of the Student-Athlete and the General Student-Athletes and General Students:					Student of Dellaward
		Author(s): Bria	i Student at DePauw Umiver			
		Corporate Source (if		iana Stat	o Univer	city
			appropriate):na	lana Stat	e_univer	
			 			Publication Date: July 10,
	11.	REPRODUCTION REL	EASE			• • •
		la order to diseas				
-		available to users in vice (EDRS). Credit i notices is affixed to	microfiche and paper copy (or microfiche source of each docu- the document.	offiche only) and ment, and, if re	tem, <u>Hesource</u> I sold through t eproduction rel	nterest to the educational community sin Education (RIE), are usually made the ERIC Document Reproduction Seriease is granted, one of the following of the options and sign the release
		below.		outmont, pica.		to the options and sign the release
		•				
		1	"PERMISSION TO REPRODUCE THIS)	•	"PERMISSION TO REPRODUCE THIS
		•	MATERIAL HAS BEEN GRANTED BY	1		MATERIAL IN MICROFICHE ONLY
CK 🛦		Microfiche		OR	Microfiche	HAS BEEN GRANTED BY
: 7	177	, (4" × 6" film)	PERSONAL NAME OR ORGANIZATION		(4" x 6" film)	
	7	and paper copy	45 40000004444	—	reproduction	PERSONAL NAME OF ORGANIZATION
		(8½" x 11")	AS APPROPRIATE!	1	only	AS APPROPRIATE:
		reproduction			-	
		. 1	TO THE EDUCATIONAL RESOURCES	1		TO THE EDUCATIONAL RESOURCES
		į	INFORMATION CENTER (ERIC)."			INFORMATION CENTER (ERIC)."
		•		/		
		Documents with 08 bi	rocessed as indicated provided reproduction	quality permits, if	permission to repr	roduce is granted, but neither how in abacked
	ſ	"I hereby grant to the	Educational Resources Information Ca	onter (SRIC) and		
_		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info	Educational Resources Information Celeduction from the ERIC microfiche by peopyright holder. Exception is made for rmation needs of educators in response	enter (ERIC) non ersons other that non-profit repress to discrete inqu	exclusive permis n ERIC employee oduction of micr siries." Printed Name() 2:	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D.
.		"I hereby grant to the indicated above. Repropermission from the coagencies to says info Signature: Organization: School	Educational Resources Information Ce duction from the ERIC microfiche by peoply in the ERIC microfi	enter (ERIC) non ersons other that non-profit repress to discrete inqu	nexclusive permis ERIC employee aduction of mici airies."	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D.
• •		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy information: Signature: Organization: School	Educational Resources Information Ce duction from the ERIC microfiche by peopyright holder. Exception is made for rmation needs of educators in response	enter (ERIC) non ersons other that non-profit repres to discrete inqu	exclusive permis n ERIC employee oduction of micr siries." Printed Name() 2:	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D.
*		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School	Educational Resources Information Ce duction from the ERIC microfiche by peopyright holder. Exception is made for rmation needs of educators in response to the Education, India chool of Education	enter (ERIC) non ersons other that non-profit repres to discrete inqu	exclusive permis n ERIC employee oduction of micro siries." Printed Name() 2: position ersi rel. No.:	ession to reproduce this document as and its system contractors requires refiche by libraries and other service wid A. Gilman, Ph. D. Ty Prof. of Educ
*		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School	Educational Resources Information Ce duction from the ERIC microfiche by peopyright holder. Exception is made for rmation needs of educators in response to the Education, India chool of Education	enter (ERIC) non- ersons other that non-profit repre- e to discrete inqu	pexclusive permise nexclusive permise nextlusive permises of microsites." Printed Name() a: Position: Tel. No.: Date: 47809	ession to reproduce this document as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D. Ey Prof. of Educ 812-237-2925
_	III.	"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy information: School Address: 1015 School Indiana	Educational Resources Information Ce duction from the ERIC microfiche by peopyright holder. Exception is made for rmation needs of educators in response to the Education, India chool of Education	enter (ERIC) non- ersons other that non-profit represe to discrete inqui	pexclusive permise nexclusive permise nextlusive permises of microsites." Printed Name() a: Position: Tel. No.: Date: 47809	ession to reproduce this document as and its system contractors requires refiche by libraries and other service wid A. Gilman, Ph. D. Ty Prof. of Educ
_		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School Address: 1015 School Indiana	Educational Resources Information Canduction from the ERIC microfiche by perception is made for remation mades of educators in response and the Education, India chool of Education astate Univ. Terre	enter (ERIC) non- ersons other that non-profit repre- e to discrete inquiring Haute, IN ource)	pexclusive permise ERIC employee oduction of microsiries." Printed Name() a: Printed Name() a: Position: ERIC et al. No.: Date: 47809	ession to reproduce this document as as and its system contractors requires refiche by libraries and other service wid A. Gilman, Ph. D. Ty Prof. of Educ 812-237-2925 June 18, 1996
_		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document	Educational Resources Information Centrology of the ERIC microfiche by propyright holder. Exception is made for the Information needs of educators in response and the Information needs of educators in response and the Information of Education and Information of Education Terre ABILITY INFORMATION (Non-ERIC Screproduce is not granted to ERIC, pease provide the following information unless it is publicly available, and it lection criteria are significantly more	Haute IN or, If you wish a dependant of a stringent for a str	exclusive permis nexclusive permis nextlusive pe	ession to reproduce this document as as and its system contractors requires refiche by libraries and other service wid A. Gilman, Ph. D. Ty Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not an epecified. Contributors should also be ich cannot be made available through
*		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC selection.	Educational Resources Information Calduction from the ERIC microfiche by peopyright holder. Exception is made for rmation needs of educators in response of the educators of the education of Education and the education of Education astate Univ. Terre ABILITY INFORMATION (Non-ERIC Softe) reproduce is not granted to ERIC. Sease provide the following information unless it is publicly available, and a lection criteria are significantly more	Haute TN or, if you wish tion regarding a dependable s e stringent for	Printed Name() a: Printed Name() a: Printed Name() a: Position: 147809 ERIC to cite to the availability ource can be sidocuments while	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D. Ey Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not an epecified. Contributors should also be ich cannot be made available through
*		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC selections.) Publisher/Distributor	Educational Resources Information Cenduction from the ERIC microfiche by peopyright holder. Exception is made for remain mades of educators in response of Education, India chool of Education, India chool of Education a state Univ. Terre ABILITY INFORMATION (Non-ERIC Some provide the following information unless it is publicly available, and a lection criteria are significantly more	Haute TN or, If you wish tion regarding a dependable s e stringent for	Printed Name() a: Printed Name() a: Position: Pel. No.: Date: 47809 ERIC to cite to the availability ource can be sidocuments while	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D. Ey Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not anapecified. Contributors should also be each cannot be made available through
•		"I hereby grant to the indicated above. Repropermission from the coagencies to saust info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC set EDRS.) Publisher/Distributor Address:	Educational Resources Information Cenduction from the ERIC microfiche by peopyright holder. Exception is made for imation needs of educators in response of Education, India chool of Education Terre ABILITY INFORMATION (Non-ERIC Screproduce is not granted to ERIC, ease provide the following information unless it is publicly available, and election criteria are significantly more.	Haute IN burce) or, if you wish a dependable se stringent for each	Printed Name() a: Printed Name() a: Position: Pel. No.: Date: 47809 ERIC to cite to the availability ource can be sidocuments while	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D. Ey Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not anapecified. Contributors should also be each cannot be made available through
•		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC seledRS.) Publisher/Distributor Address:	Educational Resources Information Calduction from the ERIC microfiche by peopyright holder. Exception is made for rmation needs of educators in response of the control of Education, India chool of Education, India chool of Education Terre ABILITY INFORMATION (Non-ERIC Screproduce is not granted to ERIC, ease provide the following information unless it is publicly available, and a lection criteria are significantly more	Haute TN or, if you wish tion regarding a dependable s e stringent for	Printed Name() a: Printed Name() a: Printed Name() a: Position: Tel. No.: Date: 47809 ERIC to cite to the availability course can be sidocuments while	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D. Ey Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not anpectified. Contributors should also be each cannot be made available through
•		"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC seledRS.) Publisher/Distributor Address:	Educational Resources Information Calduction from the ERIC microfiche by peopyright holder. Exception is made for rmation needs of educators in response of the control of Education, India chool of Education, India chool of Education Terre ABILITY INFORMATION (Non-ERIC Screproduce is not granted to ERIC, ease provide the following information unless it is publicly available, and a lection criteria are significantly more	Haute TN or, if you wish tion regarding a dependable s e stringent for	Printed Name() a: Printed Name() a: Printed Name() a: Position: Tel. No.: Date: 47809 ERIC to cite to the availability ource can be sidocuments while	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D. Ey Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not anapecified. Contributors should also be each cannot be made available through
		"I hereby grant to the indicated above. Repropermission from the coagencies to sausty info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC seleDRS.) Publisher/Distributor Address: Price Per Copy:	Educational Resources Information Calduction from the ERIC microfiche by peopyright holder. Exception is made for imation needs of educators in response of the control of Education and the chool of Education as tate Univ. Terre ABILITY INFORMATION (Non-ERIC Screproduce is not granted to ERIC, ease provide the following informatic unless it is publicly available, and a lection criteria are significantly more.	Haute, IN or, If you wish tion regarding a dependable se stringent for	Printed Name() a: Printed Name() a: Printed Name() a: Position: Tel. No.: Date: 47809 ERIC to cite to the availability ource can be sidocuments while	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D. Ey Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not an epecified. Contributors should also be each cannot be made available through
	un.	"I hereby grant to the indicated above. Repropermission from the coagencies to saust info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC set EDRS.) Publisher/Distributor Address: Price Per Copy: REFERRAL TO COPY	Educational Resources Information Cenduction from the ERIC microfiche by peopyright holder. Exception is made for imation mades of educators in response and the education of Education and the Education of Education as tate Univ. Terre ABILITY INFORMATION (Non-ERIC Screproduce is not granted to ERIC, pease provide the following information unless it is publicly available, and a lection criteria are significantly more.	Haute IN ource) or, if you wish ion regarding a dependable s e stringent for	exclusive permis n ERIC employee oduction of micro siries." Printed Name() a: Position: Tel. No.: Date: 47809 ERIC to cite to the availability cource can be so documents whi	ession to reproduce this document as as and its system contractors requires refiche by libraries and other service wid A. Gilman, Ph. D. Ty Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not an apecified. Contributors should also be ich cannot be made available through tity Price:
	un.	"I hereby grant to the indicated above. Repropermission from the coagencies to saust info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC set EDRS.) Publisher/Distributor Address: Price Per Copy: REFERRAL TO COPY	Educational Resources Information Cenduction from the ERIC microfiche by peopyright holder. Exception is made for imation mades of educators in response and the education of Education and the Education of Education as tate Univ. Terre ABILITY INFORMATION (Non-ERIC Screproduce is not granted to ERIC, pease provide the following information unless it is publicly available, and a lection criteria are significantly more.	Haute IN ource) or, if you wish ion regarding a dependable s e stringent for	exclusive permis n ERIC employee oduction of micro siries." Printed Name() a: Position: Tel. No.: Date: 47809 ERIC to cite to the availability cource can be so documents whi	ession to reproduce this document as as and its system contractors requires rotiche by libraries and other service wid A. Gilman, Ph. D. Ey Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not an epecified. Contributors should also be each cannot be made available through
	un.	"I hereby grant to the indicated above. Repropermission from the coagencies to satisfy info Signature: Organization: School Address: 1015 School Indiana DOCUMENT AVAILA If permission to another source, ple nounce a document aware that ERIC set EDRS.) Publisher/Distributor Address: Price Per Copy: REFERRAL TO COPY	Educational Resources Information Cenduction from the ERIC microfiche by peopyright holder. Exception is made for imation mades of educators in response and the education of Education and the Education of Education as tate Univ. Terre ABILITY INFORMATION (Non-ERIC Screproduce is not granted to ERIC, pease provide the following information unless it is publicly available, and a lection criteria are significantly more.	Haute IN ource) or, if you wish ion regarding a dependable s e stringent for	exclusive permis n ERIC employee oduction of micro siries." Printed Name() a: Position: Tel. No.: Date: 47809 ERIC to cite to the availability cource can be so documents whi	ession to reproduce this document as as and its system contractors requires refiche by libraries and other service wid A. Gilman, Ph. D. Ty Prof. of Educ 812-237-2925 June 18, 1996 The availability of the document from the document. (ERIC will not an apecified. Contributors should also be ich cannot be made available through tity Price:

